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A Neighborhood Playground

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on last election day when she realized that hundreds and thousands of women were going to the polls for the first time to take their part in managing the affairs of the nation.

Altho Mrs. Catt has not been a resident of Iowa for many years she has manifested a keen interest in the suffrage affairs of the state and did much in the beginning to organize women of the state for their initial campaigns. In her heavy schedule of lectures which took her not only to all parts of the United States but

to Europe as well, she has found time to squeeze in lectures to Iowa women.

On June 15, when Iowa State College is closing its collegiate year and granting to successful seniors their diplomas, Carrie Chapman Catt will return to her Alma Mater and deliver the commencement address. She is the first woman who has ever addressed Iowa State on such an occasion, but who than she has a better right to be the first? She is one of Iowa State's old graduates. She has labored over the same difficulties this year's sen-

iors are facing and she has loved the school as they are learning to love it on the eve of their departure. More than this, she, a daughter of Iowa State has gone out into the world and made a name and a record for herself that she may well be proud to claim. She is returning to pass on the benefits of her experiences. The fun loving girl who went out from Ames years ago to be a teacher is now returning, not as a teacher but as the world-famous woman who has done more than any other one in promoting the women's movements, Carrie Chapman Catt.

A Neighborhood Playground

By JUANITA BEARD

WE WISH to introduce you to a strange creature. It resists classification and analysis. It has a tousley mat of indifferent colored hair surmounting a defiant freckled face. Water it abhors except in ponds full. When it comes into the house, it topples over chairs and bric-a-brac. Its limbs are too short for its body and its clothes too short for its limbs. When it tries to talk its voice sometimes goes up and sometimes down. Taken all together, it is not ornamental nor particularly useful. The abode of civilization is no place for it. Its natural occupation is hunting, fishing or fighting; its habitation is the fields and woods. It imagines itself an Indian and belongs to a tribe who go on plundering expeditions against its enemies.

A year ago this wild animal was a well-behaved studious boy, a model in the school and home; now we don't know what to call him.

How often have you seen this dejected figure, slouching against a corner lamp post, defiantly watching a gang of workmen erect a sky-scraper on the site which as a vacant lot had been his only playground! Now there is no yard. If he

plays ball in the streets, he is promptly chased off. No wonder he turns and demands his rights. If he is not furnished with a playground adequate for his needs he will make a playground of the streets and lawns of the neighborhood.

"We have no sense of responsibility in regard to the pleasures of young people and continually forget that amusement is stronger than vice and that it alone can stifle the lust for it. We see all about us much vice which is merely a love for pleasure gone wrong, the illicit expression of what might have been not only normal and recreative pleasure, but an instrument in the advance of higher social morality."

Such a statement, from a woman as vitally concerned with human welfare as Jane Adams, makes us think more seriously of the provisions needed for wholesome play.

What provisions along this line has your community made? Do you have a playground and if so what mental pictures do you have of it. Is it not a hard sunbaked lot filled with disorderly children hanging on teeter-totters, whirling dangerously on the Flying Dutchman, and washing picnic dishes and muddy

feet in the hideous green enameled fountain? Compare this picture with what your playground might be, not a place filled with mechanical apparatus for physical play alone, but a place with inducement for mental play as well.

Surely you could secure a few acres of attractive land, perhaps with a creek winding through it. Here, besides the large flat open spaces necessary for games, the children might have a play garden where they could give vent to their creative instincts. Gardening is a correlative factor in the play movement. The soil idea is one of the first ideas coupled with play. As you all know, little children love to dig in dirt. And in gardening the child grasps the idea of life from watching his own plants grow.

An enclosed playground has a psychological value, as it transforms the playground from the vacant lot to a definite unit, and gives something which the children belong to, so that the maintenance of discipline is much easier. A vine-covered wire fence is the most economical, and can be made very attractive. Morning glory, moonvine and wisteria can be used in the northern states, honeysuckle and clematis in the southern states.

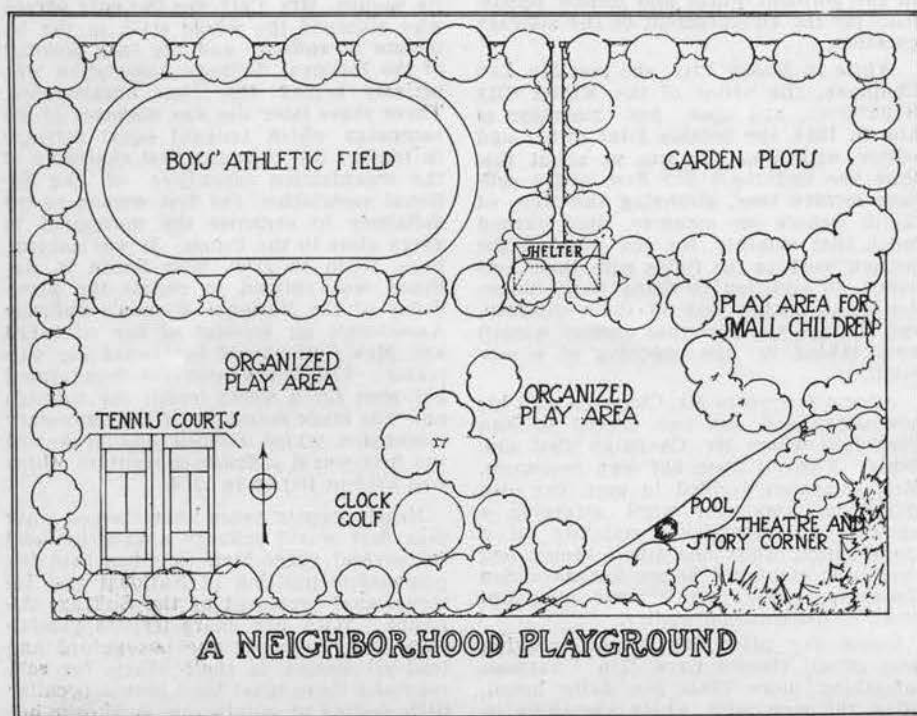
Trees will not grow as quickly as vines but the whole playground or even the community could be replanted with trees inside of three years by the proper organization of school children, who would plant the seed and then transplant the seedlings in the place where they are to grow. The Massachusetts Board of Forestry is attempting to introduce the study of trees into the public schools. An organization of "Forest Crusaders" might be formed. The little bits of tots could be "dryads" and plant the seeds. The larger ones could be "elves" and transplant the little trees. The boys and girls seven to eleven could be "rangers" and take care of the small trees. The big boys could be "foresters" and could range the woods and fields collecting seeds. For you who are interested in this, the forest planting leaflets of Massachusetts Forestry Department, and the following books might be of some help:

How to Make School Gardens—F. D. Hemenway.

Children's Gardens—Louise Klein Miller.

Agriculture Through the Laboratory and School Garden—Dougherty and Jackson.

In the general planting of playgrounds, grass and shade trees are essential, a double row of trees around each division



of the playground will form sufficient shade and screen. Hard maples, although slow growing, give a dense shade. Sycamore also is good. Maples may be planted about forty feet apart and interplanted with fast-growing trees such as the cottonwood and soft maples, which may be cut when the permanent trees have attained sufficient height. The only place that shrubbery should be planted on a playground is against any buildings or fences. Such shrubbery as the highbush cranberry, snowberry, and Japanese honeysuckle will attract many birds.

All the apparatus necessary for the playground can be made under the direction of the manual training teacher or a carpenter. Apparatus which requires a teacher to get the children to use it and which does not appeal to their inherent interest has no place on the playground. Some inexpensive forms of playground apparatus are the jumping pit, the balancing tree, the hillock, the climbing tree, and the jumping stairs.

The jumping pit should be an excavation about ten feet wide, thirty feet long, and three feet deep, filled with very soft sand.

The balancing tree, a large and perfectly straight tree fifty or more feet long with the bark removed, is supported horizontally by two or three wooden feet, one at the extreme thick end, the others far enough from the thinner end to allow this end free play to swing. This should be about three feet from the ground. This tree gives a chance for balancing exercises, deep jumping and vaulting.

In the more solid portions tree holes may be drilled and pommels fastened on it where the smaller children may play horse.

The hillock is a small elevation, two to five feet thick, from three to six feet wide at the base, tapering off toward the top, and well covered with turf. Deep jumping, high jumping and hurdling may be done from here.

The climbing tree is a straight tree no less than thirty feet high, made smooth, but not necessarily altogether even.

The jumping stairs, which are wooden stairs of ordinary construction leading with ten or twelve steps to a height of about eight feet, run either to a platform or to stairs of the same type leading down on the other side of the platform. The ground underneath is covered with several inches of sand.

Besides the apparatus there should be within the playground a few highly organized games, such as baseball, handball and tennis; and club or group activities of a general nature, such as talking, story-telling, singing, dancing and gardening. The play of children represents all of the fundamental instincts of the human race. Following is a program of appeal as outlined by Dr. E. A. Peterson of Cleveland, Ohio:

Co-operation—Hunting, fighting.

Nurturing—Gardening, Pets.

Building—Basketry, sewing, clay-modeling.

Exploring—Collection of leaves, stones and butterflies.

Rhythm—Folk dancing, marching, athletic dancing.

The ground should be divided into an area for children under 7 or 8 years, one for older boys, one for older girls, and one for community playground for both parents and children. Especially should some area be provided for an outdoor theatre and story corner. If there is a stream running through, a pool could be made by hollowing out a place in the natural course of the stream and covering the bottom with rocks, with about six inches to a foot of sand covering them. A planting of junipers would make a good background. Rushes and wild grass could fringe the further bank, and a large boulder could be placed at the small end of the pool where the children could play "Pilgrim Fathers Landing at Plymouth Rock." The area between the pool and the background of juniper would form the stage of the out-door theatre, and the audience could be seated on the gently sloping hill opposite the stage.

With such a playground as has just been outlined, enough of the playground fund can be saved on equipment to pay a playground director, which after all is the most essential feature of a playground. Non-supervised play has many physical and moral dangers, but play supervised by a competent, sympathetic lover of boys and girls can do much for the building up of our nation.

Baby's Health Insurance—Proper Feeding

By BELLE LOWE

Editor's Note—This is the first of a series of articles by Miss Lowe on Child Feeding. The next article will deal with artificial feeding.

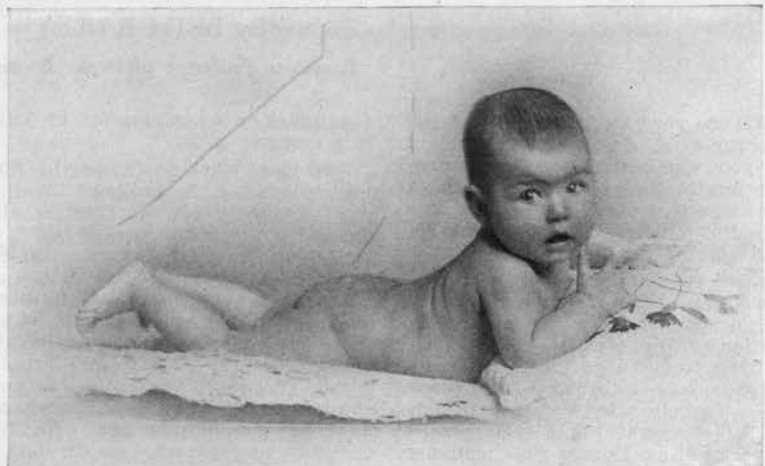
WHAT IS the most important time in a baby's life? Why mealtime of course. You don't agree with me? Well you surely wouldn't say bed time, for a baby sleeps most all the time, and you couldn't say playtime, for his play consists mostly in more or less uncertain and awkward experiments as to the purpose and use of certain fingers, toes, arms and legs which he finds attached to his soft little body. It is mealtime which may change a hungry restless bit of humanity into a contented baby, ready for his sleep or his play. It is mealtime which helps decide just how many more ounces those small scales are going to mark off next Sunday morning when he is weighed—and it is all his mealtimes together for the first year or so, which may decide just how healthy and happy a youngster he is going to be a few years later.

A baby requires very little during the first two years of his life besides sufficient clothing, plenty of fresh air and the right kind of food and if there is any one of these which is more important than the others it is the latter. There are baby foods which you can buy already prepared, and those which you can prepare yourself but the best food for a baby is the natural one—his mother's milk. The chances for a baby to grow to maturity are very much greater when the baby is breast fed, than if it has to be artificially fed.

The milk of each kind of animal contains ingredients in the best proportion for the growth of the young of that species. The ingredients of the milk furnish material for growth of muscles, bones, teeth, nerves, and material for oxidation which keeps the body warm and furnishes energy for muscular movements. Cows' milk contains a larger percentage of protein or muscle building material than human milk, but the muscles of the calf develop faster than those of a baby. Cows' milk is also richer in bone building material but the skeleton of the calf reaches its full development in a very

short time compared with the length of time required for the complete development of the child's skeleton. Human milk is best for the growth and needs of the human body so that each mother should make an effort to nurse her baby and to give an adequate supply of milk.

The amount and composition of the milk supplied depends very largely on the mothers' diet and habits. As stated before, milk not only furnishes material for growth, but in addition material to keep the muscles, bones, teeth, brain, nerves, blood and cells of the body in repair. It also supplies material for heat



Proper Feeding Makes Contented Babies